



St Peter's Primary School's Local Offer

How our school supports children with Special Educational Needs and Disabilities (SEND)

At St Peter's Primary School we are committed to offering an inclusive curriculum to all our pupils, whatever their needs or abilities. We aim to ensure that all our learners have access to a broad and balanced curriculum, supporting the development of the whole child.



**Our SENCO at St Peter's is:
Mrs Sarah Margea**

At St Peter's we recognise that children are individuals who learn in different ways, and that some children need additional differentiated approaches beyond what is normally provided as part of quality first teaching in our classrooms. Some children need additional support because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, affecting their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

OFSTED said...

"Well trained adults support a wide range of interventions to support pupils who are not achieving as well as they could. These are particularly effective in ensuring pupils who are disabled or who have special educational needs make at least as good progress as their peers."

"Additional adults are well managed by teachers and, as a result, work very hard and are making a considerable contribution to learning in lessons. As a result all pupils are able to access what is happening in the lesson and take part fully."

How do you know if children need extra help and what should I do if I think my child may have a special educational need or disability (SEND)?

- We work closely with pre-schools and previous schools when new children join us, so that we have some understanding of their needs from the outset. We have a variety of feeder preschools, which children attending from Olveston to Patchway.
- Our staff may identify that your child has a SEND because they are not making expected progress or their social, emotional and wellbeing needs are not being met. We will differentiate our teaching accordingly whilst observing your child and assessing their understanding to help us understand the cause of the difficulty.



- A specifically tailored level of provision will be recorded using a provision map (which will be updated over the course of 2020-21 to a support plan) and will be shared with and reviewed by parents and carers at least three times a year, in term 2, 4 and 6. We may contact our Behavioural Specialist Vicky Borel, or our Educational Psychologist Claire Balisteri if we require further advice, and we will keep you informed about this.
- If you tell us that you think your child may have additional needs, we will discuss this with you and look into it. We will work with you to discuss what we have discovered from working with your child, and agree how we can work together to help them progress.
- Your child's class teacher is the initial point of contact for responding to parental concerns. You are welcome to speak to any member of staff, including the SENCO. During this unprecedented time, we ask that you share any concerns initially with the school via the school's email address and this email will be shared with the appropriate staff members.
- We hold pupil progress meetings 5 times each year at which our two members of the Senior Leadership team, normally the Deputy Teacher and SENCO meet with class teachers to discuss the progress of children in each class. This is a change from previous years where we met with staff twice as we feel we at St Peter's we need to closely monitor the progress made by children during the pandemic.
- We work with health professionals such as GPs, paediatricians, Child and Adolescent Mental Health team (CAHMS) and the school health nurse to support them in finding diagnoses for some children.
- We believe that a positive partnership between home and school is extremely important. We are a child and family centred school, and you will be involved in all decisions about your child's support. If you have any concerns you wish to share, please contact our Family Link Support Abi Welsh.

How will I know that St Peter's Primary School supports my child, and how do you communicate to all staff that my child needs additional support because of their SEND?

- When a child's specific needs are identified, the class teacher and SENCO discuss these with other colleagues, so that they are aware of what they need to do to help your child. The extent to which the information is shared depends on the particular need. For example, if a child's self-esteem is affecting their ability to enjoy unstructured times such as lunchtime, we will discuss this with our team of lunchbreak supervisors so that they are aware of how to support your child.
- Teachers and the SENCO update each other on new concerns about specific children at their weekly staff meeting. Teachers and teaching assistants also meet regularly to discuss and concerns during the support staff meetings.
- The Governing Body is responsible for ensuring that the school is as accessible as possible and that it treats pupils and staff in an equitable way. The governor responsible for SEND is Mr Rob Barker.

How will the curriculum be adapted to meet my child's needs?

- Our teachers and teaching assistants are skilled at adapting lessons to make learning more accessible or more challenging, so that each child can learn at their own pace and in their own way. In some cases, work may be individually differentiated in order to meet a specific learner's needs. If additional resources are required, we will provide these



- We provide additional materials and interventions, so that the curriculum is accessible to all and all learners have the opportunity to make good progress
- Teaching assistants may be deployed to lead small groups where appropriate
- Our staff are trained and experienced at delivering a number of high quality interventions, such as Rapid Reading, Rapid Phonics, Emotional Literacy Support, Handwriting Without Tears, social skills, mentoring, Nessy and additional maths challenges support groups.
- If appropriate, specialist equipment such as pencil grips, wobble cushions and foot rests may be provided to your child to help them access the learning.
- As much as possible, we aim to keep children with their peers during lesson time. Quality first teaching from the class teacher, supported by skilled teaching assistants, is at the core of our approach to meeting the needs of all learners.

How will you and I know how my child is doing?

- If your child is identified as having a particular need related to a specific area of their education, such as spelling, they may be placed in a small focus group. This will probably be for a short period, usually a term, at the end of which their progress will be reviewed. Groups are run by teachers and teaching assistants
- The SENCO works with colleagues to monitor the effectiveness of all interventions running across the school
- At our pupil progress meetings, we will discuss interventions currently running and recommend new ones, depending on the learning needs of individual children. Provision maps and targets will also be discussed during these meetings.
- Occasionally, we might seek more expert advice on how to support a child. We may then refer your child, with your consent, to agencies such as the Educational Psychology Service or the Speech and Language Service. These agencies work with us to give us expert advice and guidance. You will be kept fully informed of this process.
- The SENCO reports to the Governors on the progress of pupils with SEND. Children are not named individually, and confidentiality is maintained at all times
- We aim to work in partnership with parents/carers. We run parents' evenings twice a year, where you will be able to discuss your child's progress. These are alongside open days, curriculum workshops and celebration of work days. However we also offer an open door policy and you are welcome any time to make a virtual appointment to meet with your child's class teacher and/or the SENCO to discuss how your child is progressing.
- Occasionally it may be beneficial to have a more regular contact between home and school. In that case we may ask to meet with you more regularly, or to set up a home/school communication book. Some parents and carers may prefer to communicate via email, however if you would like to discuss something in depth, we ask if an appointment or meeting can be arranged.
- If a child has been identified as having a SEND, we will set up an individual provision map (Appendix A). This is a timetable showing the additional support we will provide for your child each week. It will have a set of personalised targets attached stored alongside it. Targets will be SMART (Specific, Measurable, Achievable, Realistic, Time Scaled), with the expectation that they will need to be regularly updated. We will meet with you 3 times each year to review your child's provision map and discuss their progress through their targets.



- We may draw up group provision maps to show the support we are providing for a group of children working towards a particular target, such as handwriting.
- If your child has a severe and complex SEND they may have an Educational Health and Care Plan (EHCP). In this case, more formal meetings will take place with the local authority to discuss their progress and a formal report will be written. If we believe that your child may need an EHCP, we will work closely with you to lead the process, however parents can apply for an EHCP if they feel it necessary. EHCPs potentially mean that additional funding is provided so that we can deploy extra resources to support your child's learning. Children with an EHCP will have an annual review meeting which is reported to the local authority

How will you help me to support my child's learning?

- The class teacher and SENCO may suggest ways in which you can support your child, including strategies to use if there are difficulties with behaviour/emotional needs
- If your child has a provision map or support plan, teachers will recommend strategies and activities for you to use with your child at home, such as Nessy.
- Reports from any outside agencies that are involved usually contain suggestions of strategies and techniques that can be used at home+

What support will there be for my child's overall well-being?

- We are an inclusive school; we welcome and celebrate diversity. All our staff understand that children having high self-esteem is crucial to their overall well-being. We have a caring and understanding team looking after our children
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents/carers' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care.
- In situations where it is appropriate, we offer 1:1 mentors for children who need someone to talk to.
- Abi Welsh, our Family Link Liaison, will work with parents and children to support their emotional wellbeing and have informal discussions and formal meetings where appropriate.

Pupils with medical needs:

- We have a policy regarding the administration and managing of medicines on the school site
- If a pupil has a medical need then a detailed Care Plan is drawn up with support from the school health nurse, in consultation with parents/carers. Care Plans are available from the school office to view, however these are not displayed due to GDPR purposes.
- Where needed, the school health nurse provides specific training, such as epi-pen training
- Where necessary and in agreement with parents/carers, medicines are administered in school. However this is only when a signed medicine consent form is in place to ensure the safety of both the pupil and the staff member. The medicine will also need to be prescribed and cannot be over the counter medicine such as calpol.
- A large number of staff have basic first aid training, and several members of staff are also trained in paediatric first aid



What extra support does the school bring in to help us meet SEND?

- We access additional support from a range of Local Authority services such as:
 - Educational Psychology Service
 - CAMHS (Child & Adolescent Mental Health Service)
 - Education Welfare Officer
 - Child protection advisors
 - Social Care
 - Compass Team
 - Inclusion Team
 - Behaviour Specialists
 - Children's Therapy Team (Speech & Language/Occupational Therapy)
 - School Health Nurse Team
 - Family Plus

What training have staff had/are having to support children with SEND?

- At St Peter's we value the continued professional development of all our staff. Our staff are involved in regular training, both in house and outside. We feedback what we have learned on course, so that colleagues can benefit from new expertise. Various members have staff have received a wide range of training relating to SEND, including:
 - Supporting pupils on the autistic spectrum
 - Supporting pupils with social, emotional and mental health needs
 - Supporting pupils with speech and language needs
 - Supporting pupils with physical and coordination needs
 - Supporting pupils with dyslexia
 - Supporting pupils with attachment difficulties

How will my child be included in activities outside the classroom, including school trips?

- St Peter's is an inclusive school, and activities and school trips are available to all. We will make any necessary arrangements and adaptations to ensure that children with SEND receive any additional support they need to access these activities.
- Risk assessments are carried out to enable all children to participate in activities
- We have regular educational visits as well as visitors coming into school to support different topic areas. All children are always included in these, regardless of SEND. We provide any support needed for full inclusion and we ensure that educational visits are accessible to all

How accessible is the school environment at St Peter's?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- A site which is fully accessible for wheelchairs



- Disabled toilets which are large enough to accommodate changing and one disabled toilet which also has an accessible shower
- A building which is all on one level and has ramps into the playground and at specified fire exits

We also liaise with EMAS who assist us in supporting families for whom English is an additional language.

How does the school prepare and support children when joining St Peter's or when transferring to a new school? (Subject to change during the Covid-19 Pandemic)

- We liaise with pre-schools and nurseries before children start Reception. Our Reception class teacher and teaching assistant carry out home visits to new Reception children during early September. When children join Reception, they attend for half days for the first week, to enable them to make the transition gradually
- All pupils attend a transition morning with their new class teacher in the previous summer term
- When pupils transfer from another school, we liaise with that school to ensure that important information is shared. In some cases, we visit pupils in their previous school before they join us
- When pupils are in Year 6, we arrange additional visits for SEND pupils who we believe would benefit from a more assisted transition so that they have time to get used to a new school environment
- In some cases, we may visit secondary schools with the parents of SEND children in order to help them make the best choice for their child
- Our SENCO will liaise with the SENCO from receiving secondary schools in order to pass on information regarding pupils with SEND

How are the school's resources allocated and matched to children's SEND?

- The school receives funding for all pupils, and the SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs
- If the assessment of a child's needs identifies something that is significantly different from what is usually available, additional funding will be allocated. Parents will have a say in how it is used, in partnership with the school and specialists. You will be told if your child is eligible for a personal budget. This must be used to fund the agreed plan

How is the decision made about how much support my child will receive?

- These decisions are made through consultation between the class teacher and the SLT. Decisions are based upon our regular tracking of pupils and upon advice received from outside agencies
- The class teacher and SENCO will discuss the child's needs and decide what support would be appropriate, taking into account the targets on the provision map
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels of achievement
- During their time at St Peter's, if further concerns are identified due to a pupil's lack of progress or well-being then other interventions will be arranged. You will be part of this process and will be kept informed



How can I be involved in discussions about planning for my child's education?

- At St Peter's we really value our partnership with parents/carers, and we encourage you to contribute fully to your child's education. This may be through:
 - Discussions with the class teacher (informally and through parents' evenings)
 - During meetings with the SENCO and other professionals
 - During regular meetings with the class teacher to discuss your child's provision map and targets, some of which may be met through support you can provide at home

How can parents/carers get extra support?

Your views are very important to us and we want to work in partnership with you to provide the best possible outcomes for your child.

If you have any concerns or feel you would benefit from extra support, please contact your child's class teacher in the first instance. You could arrange to meet with the SENCO, Mrs Sarah Margea, Mr Darren Hunt our Deputy Head Teacher or Mr Rhys Buckley, our Head Teacher. You could also ask to speak to Mr Rob Barker, our SEND governor.

Our SEND policy contains further information on our approach to providing a fully inclusive education for all pupils, including those with SEND. Please see our school website or ask the office for a paper copy.

All local authorities have a statutory duty to develop and publish a Local Offer, setting out in one place information about the support they expect to be available across education, health and social care. This is for children and young people in their area who have SEN or a disability, including those who do not have EHC plans.

South Gloucestershire's Local Offer

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, their parents and service providers in its development and review.

Local authorities and their partner bodies and agencies, including schools, must cooperate with each other in the on-going review of the Local Offer. South Gloucestershire Council have published their Local Offer and it is available at:

<http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>



There are a number of parent support groups who are on hand to help. South Glos Parents/Carers group 'Our Voice Matters' is a good source of support: www.sglospc.org.uk Tel: 01454 501009

Appendix A- Individual Provision Map

September 2016- March 2017

Code of Practice Graduated Response: Cognition and Learning Communication and Interaction Emotional, Behavioural and Social Sensory and Physical

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|--|
| 8.40-9.00am interventions | Smart moves- 6 children | Smart moves- 6 children | Smart moves- 6 children | Smart moves- 6 children | |
| 9.00-9.20am Morning challenge time | In class support 1:1 or small group | In class support 1:1 or small group | In class support 1:1 or small group | In class support 1:1 or small group | In class support 1:1 or small group |
| 9.20-10.05 10.45-11.05am Maths | In class support 1:1 or small group (Maths- support staying on task and focused) | In class support 1:1 or small group (Maths- support staying on task and focused) | In class support 1:1 or small group (Maths- support staying on task and focused) | In class support 1:1 or small group (Maths- support staying on task and focused) | |
| 11.05- 12.00pm English | In class support 2:1 or small group (English- support with phonemes and spelling) | In class support 2:1 or small group (English- support with phonemes and spelling) | In class support 2:1 or small group (English- support with phonemes and spelling) | In class support 2:1 or small group (English- support with phonemes and spelling) | In class support 2:1 or small group (English- support with phonemes and spelling) |
| 12.00-1.10pm Lunchtime | | Support outside during unstructured activities- modelling turn taking | Mentoring time with future stars coaches- support during mealtimes | | |
| 1.10-1.30 Guided reading/ interventions | Time for talk session with Mrs Smith to support communication and self esteem | | Time for talk | Time for talk | |
| 1.30-2.00 Topic sessions | Mentoring session with Mrs Smith- 15 minutes. Support with phonics and emotional wellbeing | | | | Mentoring session with Mrs Smith- |
| 2.00-3.00 Topic sessions | In class support small group topic session | | In class support small group topic session | | |
| 3.00-3.20 Group intervention | Speech group 3 pupils 20 minutes (f,s l sounds with targets set by speech therapist) | | Speech group 3 pupils 20 minutes | Speech group 3 pupils 20 minutes | |
| Total | | | | | 17 hours and 25 minutes support |



Abigail Hughes



About me:

- I know how to properly climb.
- I know how to do really simple sentences.
- I like when I need to calm down, a physical toy.
- I like to use headphones for leggy and to listen to stories.
- I like going outside and playing tag with my friends.
- I like creative arts and design.

What helps me?

- My headphones
- My dictionary
- Drawing to stay calm
- Doing physical activities such as climbing.
- To go home through the school office after collecting Kate.
- To talk about the ideas in my head.
- To play with my sister Kate.

Quality first teaching:

- Breaking down work into simple steps
- Using a row, then, next board
- Given a clear ending of work expected
- Knowing where resources are that will help me
- When I become fidgety allow me to move (in or out of the classroom)
- Praise me when I am working well
- Allow me to contribute to whole class discussions

Targets 2019-2020

Write and accurately punctuate a sentence with a connective.

Edit an sentence for clarity.

Extend an sentence into a simple connective.

Correctly punctuate a simple connective independently.

Correctly punctuate a simple connective with help.

Record a sentence fully using touch typing skills.

Draw an short questions in a Chrome Book assignment.

Follow instructions to complete a short task on a Chrome Book.

Use the correct key to edit my to match letters.

Independently to generate legging and leggy progress.

For outside playtimes to be successful.

To have opportunities to talk about successful play and why it.

To recognise when her partner is running too high and to find a goal to get.

To discuss the rules when want to play with her and don't enter game her.

To recognise when her partner is running too high and use her chart to show this.

Date agreed: _____ Next Review Date: _____ Signed Parent/Carer: _____ Pup: _____ SENCO: _____ Teacher: _____

